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ABSTRACT

The purpose of this bulletin is to provide a source of information for school districts participating in the Texas Child Migrant Program and for others interested in migrant child education. The document contains (1) the objectives and a description of the Texas Child Migrant Program, (2) a description of program activities (e.g., the preschool program, the demonstration school, summer institutes for migrant school personnel, the migrant compensatory education project, and the interstate cooperation program) from 1963 to 1970, (3) a map of Texas showing the location of participating school districts, and (4) an alphabetical list of participating school districts together with the grade levels and estimated number of students included in the project. The names of the superintendents of the districts are also presented. (TL)

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Texas Child Migrant Program

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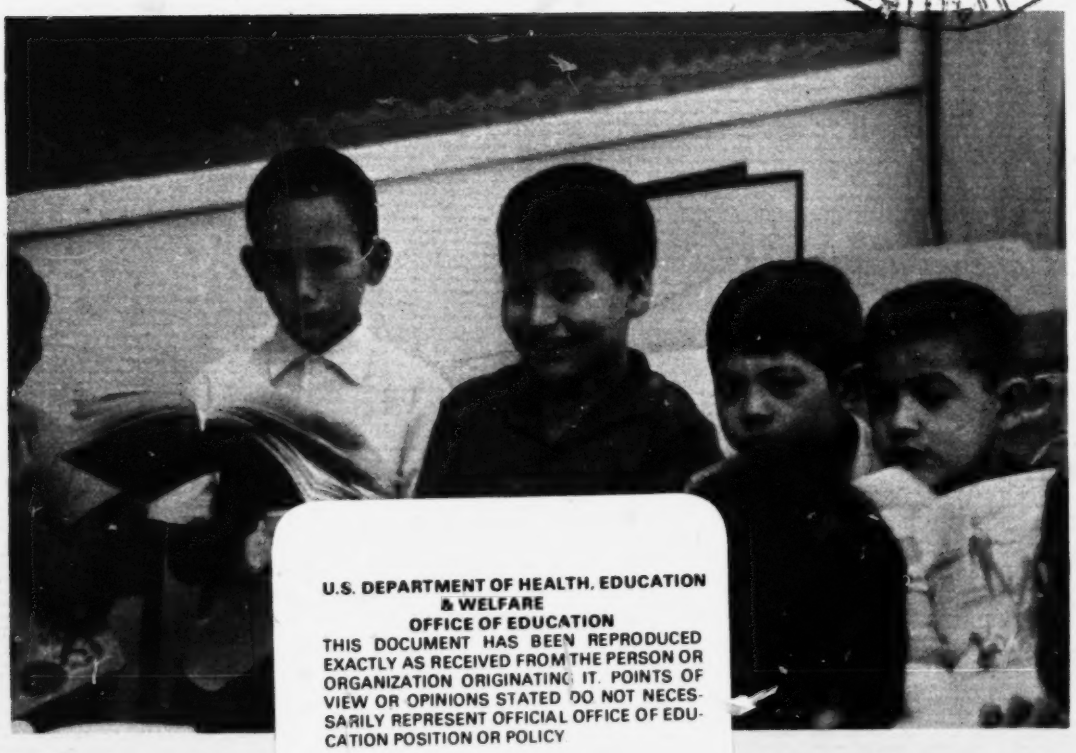

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RC 004300

Migrant & Preschool Programs
Texas Education Agency
Austin, Texas

December 1969

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PREFACE

This bulletin is published as a source of information for school districts participating in the Texas Child Migrant Program and for others interested in the education of migrant children. This publication is not exhaustive and is intended as a supplement to other Agency bulletins, including A Guide for Programs for the Education of Migrant Children.

It is the desire of the Agency that each school district develop a migrant program designed to meet the special educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of the migrant children in Texas.

THE DEFINITION OF A MIGRANT CHILD

United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

OBJECTIVES OF THE PROGRAM

The staff of Migrant and Preschool Programs of Texas Education Agency administers the Texas Child Migrant Program for the children of migratory agricultural workers. Only migrant children enrolled in an educational program of a local public or non-public education agency may participate.

The broad objectives of the Program are:

- To provide assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children.
- To develop and conduct staff development programs for personnel in the Texas Child Migrant Program.
- To cooperate with other State Education Agencies in improving educational programs and in developing record transfer systems for migrant children.
- To coordinate the activities of cooperating agencies serving migrant children in the State of Texas.

DESCRIPTION OF PROGRAM

The Texas Child Migrant Program is an integral part of public school education in Texas. Two requirements set forth by the Texas Education Agency in Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Revised), are especially applicable to the educational program for the migrant child.

Principle VI: "There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool, in-school, and out-of-school children and youth."

Principle VIII: "The methods, techniques, and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms."

In order for schools serving migrant children to meet the stated standards, the State Board of Education authorized the Texas Education Agency to develop the Six-Month, Extended Day Program. The program as developed, includes a minimum of 1,048 hours of instruction time for students in grades three through eight (3-8) and 780 hours in grades one and two (1 and 2), thus providing for the same instructional time required in the Nine-Month Program. At present twenty school districts operate the Six-Month Program which is designed:

To provide Minimum Foundation Funds for additional classroom teachers to retain the desired teacher-pupil ratio during periods of peak enrollment

To pay teachers in the Six-Month Extended Day Program a salary equal to that paid in the Nine-Month Program

To make available to the participating schools all State-adopted textbooks needed, without regard to grade placement of pupils.

Under the Elementary and Secondary Education Act, Title I Migrant Amendment, Texas Education Agency assists local school districts in offering migrant children improved academic programs strengthened by various ancillary services. Both the school districts participating in the Six-Month Program and districts not participating in the Six-Month Program offer Enrichment Programs which are designed:

To provide special teachers to work with small groups to develop oral language and to meet special needs of remediation, either during the regular school day or after school

To provide health and other ancillary services, as needed

To provide for field trips and other cultural enrichment activities.

In both the Six-Month and the Enrichment Components, the objectives for change in the Instructional Program and in ancillary and cultural enrichment offerings are similar. The distinctive difference is an administrative one. The school districts in the Six-Month Program are allotted additional classroom teachers under the Minimum Foundation Program during the peak enrollment period; the school districts in the Enrichment Program do not receive additional Minimum Foundation Funds for employing classroom teachers.

Within the framework of guidelines formulated by the United States Office of Education pursuant to the Migrant Amendment, Title I Elementary and Secondary Education Act of 1965, and the Texas Education Agency, each school district designs a local program based on the identified needs of the migrant children to be served.

All Migrant Program Schools provide for developmental and remediation programs, for health and other ancillary services, and for a variety of enrichment activities. All schools provide for in-service training, including programs to improve instructional methods and techniques and to develop awareness of the psychological and sociological factors affecting cognitive processes. All schools include in their plans provisions for development of closer home-school relationships. All schools may request funds for the employment of special professional personnel and para-professional aides, the number being dependent on the priority of needs in the individual school.

PROJECT ACTIVITIES
1963 - 1970

The State Board of Education, the Commissioner of Education, and other Texas educators have, for many years, sought ways to improve the education of migrant children. Meanwhile, the patterns and practices of mobile families have continued to create school problems for both migrant and non-migrant students.

In an attempt to find solutions for those problems, the Texas State Board of Education in 1962 requested that R. P. Ward, a former superintendent of public schools in Edinburg, Texas, make a survey to determine the number of migratory children in Texas and their patterns of migration. Although Mr. Ward did not receive complete returns from all school districts surveyed, those districts returning the questionnaires reported 48,775 migrant children enrolled in Texas public schools. On January 7, 1963, as a result of the survey, the State Board of Education approved the appointment of a commission to consider more effective ways of educating migrant children. The commission, working with the staff of the Texas Education Agency, proposed a Six-Month School Program. The resulting program with a longer daily schedule and fewer holidays provided for instructional hours equivalent to the instructional hours required in the Nine-Month Program.

The State Board of Education adopted the report of the commission, and in September 1963 five school districts in the lower Rio Grande Valley began the Texas Project for Education of Migrant Children with a combined enrollment of 3,000 students. A committee composed of selected public school personnel and of representatives of Texas Education Agency developed a curriculum guide and a supplemental reading guide. Through the State Minimum Foundation Program, Texas Education Agency designed a formula for allocating teachers on the basis of peak enrollment figures rather than on the customary basis of average daily attendance.

The evaluation at the end of the first year revealed that the students participating in the program had made gains in academic growth and social adjustment comparable to those made in the Nine-Month Program by full-time students with similar backgrounds. Also, it revealed a positive acceptance of the Program by teachers, parents, and community leaders. Five other school districts with an additional 3,000 students began the operation of project components at the beginning of the 1964-65 school year. During that year ten additional schools made plans to begin program operations in September 1965.

At the end of the second year it was evident that if the effectiveness of the Program were to be truly tested additional funds were needed. Consequently, in 1965, the Texas Education Agency through the Governor's Office, made application to the United States Office of Economic Opportunity

and received a grant of $3,312,936. Those funds provided for the operation of special programs in twenty additional schools, bringing the total to forty participating districts with an enrollment of 20,000 students. The Program schools provide additional professional personnel, teacher aides, lunches and snacks, clothing, medical examinations, and medical follow-up for children needing those services.

During 1966-67, forty schools continued participation in the Program. On January 1, 1967, funds for the education of migrant children became available under Title I Migrant Amendment to the Elementary and Secondary Education Act of 1965, Public Law 89-10 and replaced funds previously granted through the Office of Economic Opportunity. With funds provided by that Act, participating schools have purchased instructional materials and equipment, employed additional teachers, teacher aides, and special service personnel, expanded in-service programs, and have offered more comprehensive health, food, and clothing services.

Forty-five school districts participated in the program during 1967-68: twenty in the Six-Month Program and twenty-five in the Enrichment Program. Those districts serve approximately 25,000 of the estimated 85,000* migrant children in the State of Texas.

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*This estimate is based on the report on Texas Migrant Labor (1966) prepared by the Good Neighbor Commission of Texas and on a study of migration made by A. R. Ramirez, Director of Migrant Affairs, Texas Office of Economic Opportunity (Jan. 1966).

See also the sample survey, Evaluation of Migrant Educational Program, prepared by Southwest Educational Development Laboratory, June 1968.

Twenty additional school districts participated in the Enrichment Program during the 1968-69 school year, making a total of sixty-five schools providing supplementary programs for migrant children. These school districts served approximately 35,000 migrant children.

Seven school districts began an Enrichment Program in the 1969-70 school year. A total of seventy-one districts now participate in the Texas Child Migrant Program, providing supplementary instructional and ancillary services to approximately 40,000 migrant children in Texas.

The Texas Plan for direct assistance to local education agencies for special educational programs for the children of migrant agricultural workers consists of three parts.

Child Migrant School Program

Seventy-one school districts receive direct assistance funding under the Elementary and Secondary Education Act Title I Migrant Amendment to operate supplementary instructional and ancillary programs for migrant children. Twenty of those school districts also operate the Minimum Foundation Program Six-Month School. The local school districts operate various supplementary programs based on the identified needs of migrant children within the district.

The programs primarily serve children in grades 1-9, but several school districts also have implemented programs to serve children in grades 10-12. Professional and non-professional instructional

personnel, instructional materials and equipment, ancillary personnel, ancillary services, and other supportive elements are offered within the scope of the total program. Each school provides all migrant children participating in the program meaningful instructional activities that are supplementary to the regular school program and that are based on identified needs of migrant children.

Child Migrant Preschool Program

Texas has had a summer program for non-English speaking preschool children since 1959. To help Local Education Agencies meet the needs of migrant children, the State, during 1967-68, made funds available for preschool classes during the regular school year while migrants are in Texas.

Because many school districts were already operating at full capacity, facilities for preschool units were not available. Texas Education Agency received approval from United States Office of Education to enable certain Local Education Agencies to construct facilities and implement 40 preschool units in the spring of 1968. An additional 138 preschool units were constructed in the summer of 1968, making a total of 178 units for 1968-69, serving approximately 3,500 preschool five and six year old migrant children. During the summer of 1969, twenty-nine additional units were funded. This provided for the 1969-70 school year a total of 207 units to serve approximately 4,000 eligible migrant children. The classes,

which will continue for a period of at least six months, operate within a curriculum structured to provide for development of an adequate command of oral English, for cultural and educational enrichment, and for development of concepts. During 1967-68 Region I Education Service Center, Edinburg, Texas, under a grant from the United States Office of Education, Department of Health, Education, and Welfare, began a curriculum revision project for first year non-English speaking pupils. With the permission of the California State Department of Education, the staff of Region I Education Service Center used as the core of their curriculum a series of lessons initially labeled Project H-200 and now known as Teaching English Early, developed at the University of California at Los Angeles and at the California State Department of Education, under a grant from the United States Office of Education. The kit assembled for preschool migrant classes by Region I, under contract to Texas Education Agency, includes the language lessons, a set of recorded language cards, pictures and objects for visual aids, drills, games, and records of songs and stories in Spanish and in English. The supplementary materials are correlated with the language lessons to reinforce and expand the child's use of oral English.

Demonstration School

Central Elementary School, McAllen, Texas, where a Six Month Program had been in operation for four years, was designated as an experimentation and demonstration center for migrant education in 1967.

Texas Education Agency, McAllen Independent School District, Southwest Educational Development Laboratory, and Region I Education Service Center are coordinating resources in the development of innovative programs for migrant children. Central Elementary School's programs have been developed in the areas of early childhood education, bilingual education, English as a second language, inservice training, parental involvement, and the utilization of teacher aides.

Staff and Program Development

In January, 1966, funds were allocated for local and area workshops and for dissemination of pertinent information to further the coordination of instructional activities in Texas with similar activities being conducted in other states. The staff of the Migrant and Preschool Programs, Texas Education Agency, in cooperation with Regional Education Service Centers, assists Local Education Agencies in the development of sound programs in migrant education and in teacher training activities.

Since traditional techniques, methods, and materials have not proved effective in teaching migrant children, program development emphasizes innovative approaches and a closer relationship between the curricula and the experiences of the migrant child outside of school. In addition to Texas Education Agency and Regional Education Service Center personnel, nationally recognized specialists

serve on a consultative basis to assist in the development of programs and in teacher-training activities. Staff and program development activities include:

- Annual Workshop for personnel in Child Migrant Programs, held in McAllen, Texas, in October
- Training of Regional Education Service Center personnel
- Assisting Regional Education Service Center personnel in conducting workshops and seminars in local school districts
- Conducting classroom visitations in program schools
- Conducting demonstration teaching in program schools
- Conducting periodic review of Child Migrant Program in the local school districts.

Texas Migrant Educational Development Center

Beginning in 1968 Texas Education Agency contracted with Southwest Educational Development Laboratory, Austin, Texas, to conduct a survey to determine the number of migrant children in Texas schools, to develop and field-test curricula relevant to the special needs of migrant children as determined by research, to evaluate current migrant programs, and to develop a model secondary program for use in the education of migrants. Under the terms of the contract the Center is developing plans for approaches which may prove more effective than the Six-Month Program. The Center is also developing new materials and is adapting existing materials that are especially

applicable for the migrant child. As a part of the contract, the staff of the Center will train selected personnel of Texas Education Agency, or Regional Education Service Centers, and of local education agencies in the use of the new curricula. The personnel so trained will then be responsible for conducting staff development in-service training in order that the new programs may be initiated and utilized by the classroom teachers in the Child Migrant Program.

Summer Institutes for Migrant School Personnel

In 1966 Pan American College, Edinburg, Texas and Texas A & I University, Kingsville, under contract with Texas Education Agency, conducted the first Summer Institutes designed especially for teachers and administrators employed in school districts serving migrant children. Special emphasis was placed upon sociological and psychological factors affecting the learning processes.

In 1967 the two institutions again offered Summer Institutes for teachers, supervisors, and administrators, using the English Language Services Materials on teaching English as a second language. In that year, both Pan American and A & I offered the first Summer Institute for teacher aides.

In the third year of Summer Institutes for teachers, supervisors, and administrators from schools participating in educational programs for migrant children, both Pan American College and A & I University offered courses stressing ways to develop oral language in disciplines other than language arts. They also offered for the second year, Summer

Institutes for teacher aides, offering courses with six hours undergraduate credit each six weeks.

In 1968, two additional Institutes provided specialized training for specific components of the Child Migrant Program: preschool and bilingual education. The University of Texas at Austin conducted a Summer Institute in 1968 for 30 preschool teachers and 18 aides who were preparing for employment in Texas Migrant Schools during 1968-69.

Southwest Educational Development Laboratory conducted an Institute in Bilingual Education (1968) for twenty-nine teachers on the campus of Central Elementary School in McAllen, using the facilities of the Migrant Demonstration School there.

An even greater variety of training programs were made available during the summer of 1969 with the addition of Texas Technological University in Lubbock and the assistance of Region I Education Service Center in Edinburg and Region XVII Education Service Center in Lubbock. These along with Texas A & I University in Kingsville, The University of Texas in Austin, and Pan American College in Edinburg, conducted programs varying from two to six weeks in duration to a total of 625 migrant school personnel including administrators and supervisors, preschool, elementary, and high school teachers, and teacher aides.

Southwest Educational Development Laboratory conducted an Institute in Migrant Parent-School-Community Involvement and Parent Education for twenty professional personnel from ten school districts in preparation for the implementation of new programs in this area.

Migrant Compensatory Education Project

Migrant Compensatory Education Project, begun in the summer of 1967, is a coordinated effort offering a special educational program and financial remuneration for migrant children, grades seven through twelve, and providing for total family involvement in the project. It involves the use of Title I Migrant Amendment funds for the student educational program and for ancillary services, and the use of Neighborhood Youth Corps Funds for financial assistance for the students. In the third year of operation approximately 481 students are participating in this project, which is conducted only in Laredo Independent School District and in Rio Grande City Consolidated Independent School District. During the school year the student participants are in regular classes with supplemental activities. During the summer months the program is two-faceted. Title I Elementary and Secondary Education Act provides funds for an academic program in developmental language arts, mathematics, health, and physical education in conjunction with a recreational program and other supportive services. The United States Department of Labor provides funds for job assistance for the students through the Neighborhood Youth Corps. With two major areas of assistance, the Migrant Compensatory Education Project offers a stay-in-school program for potential drop-outs and provides incentive for more parental involvement in education. Thus the coordinated program allows a family unit to receive remuneration to help establish stability outside the migrant stream.

Interstate Cooperation Project

In 1966, Texas Education Agency entered into an Interstate Cooperation Project to share with other states in the search for solutions to the problems of education of migrant children and to develop an Interstate School Record Transfer System. Twelve states, selected on the basis of the number of Texas workers who migrate to those states for agricultural employment, were hosts to twenty-four teachers from Texas Migrant Project Schools.

During the summer of 1966, Texas teachers, two in each of the twelve states, worked with representatives of the State Department of Instruction of the host state, visited programs for migrant children, talked with employers of migrants, called on parents in the labor camps, and exchanged ideas and information with those interested in the education of migrant children. In August the participants met in Austin to share reports with each other and with Texas Education Agency Migrant and Preschool Programs staff. Later many of the participants served as consultants for local and area workshops and seminars.

In 1967 six additional migrant stream states joined in the Interstate Cooperation Project, a total of eighteen cooperating states. Again twenty-four teachers from Texas Migrant Schools, some of the teachers for the second year, spent the summer in a program of exchange of ideas and information. The Texas teachers and the personnel in the host states gained in understanding of the problems encountered by the school-age migrant and worked toward the development of improved educational opportunities for migrant children.

In 1968 and 1969, the project again involved eighteen migrant stream states and twenty-four teachers from Texas, continuing the Interstate Cooperation Project in an effort to offer a sequential educational program to migrant children.

Film for Dissemination Purposes

Texas Education Agency has available for dissemination a film concerned with migrant education in Texas. "Education for Migrant Children" presents an overview of the operation of the Texas Child Migrant Program and is available in both English and Spanish.

Migrant Media Center

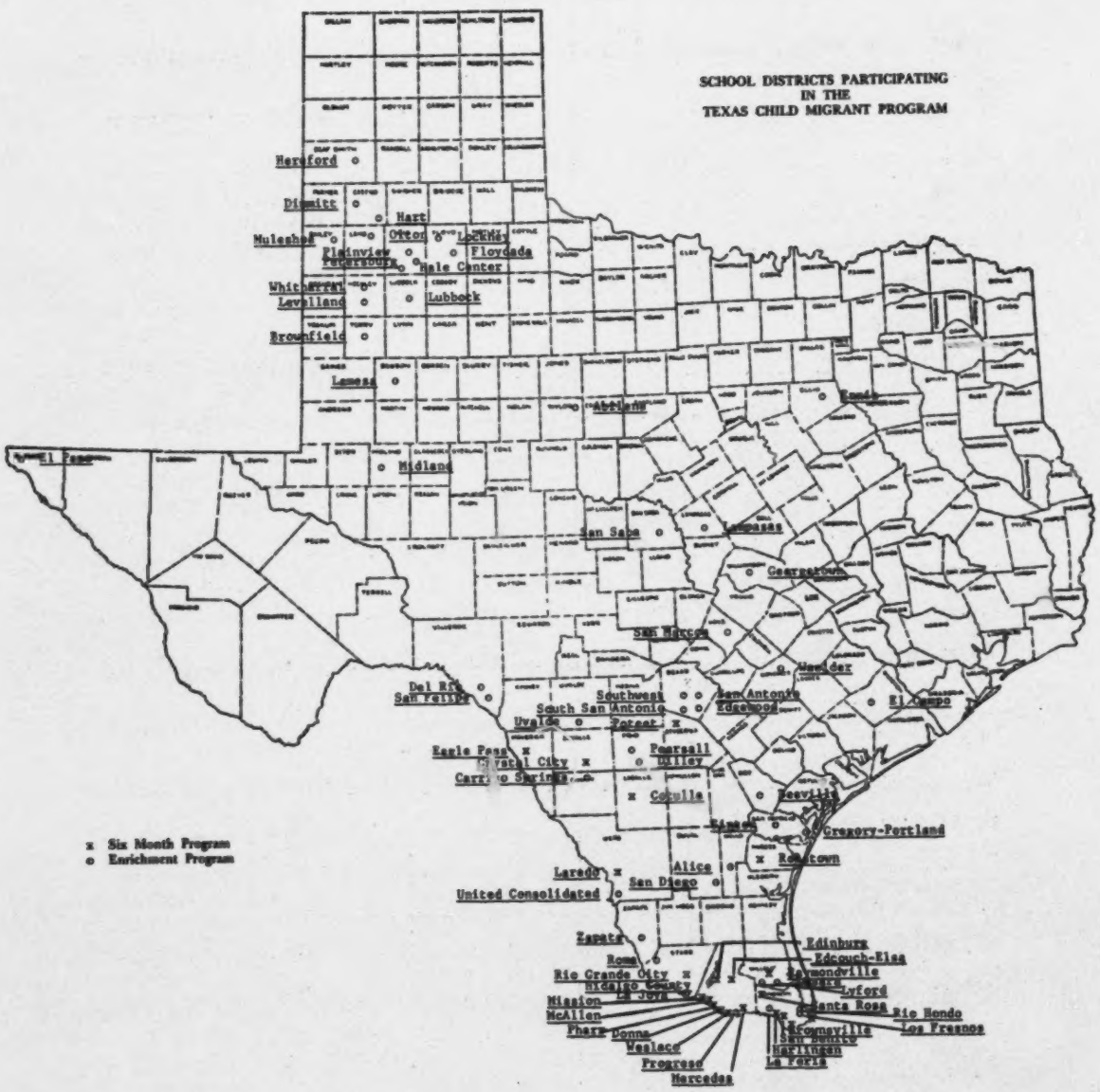
This component, initiated in 1968, provides for audio-visual materials coordinated with the curriculum offered in the Child Migrant Program Schools. Under contract to Texas Education Agency, Region I Education Service Center in Edinburg, Texas, serves as a central source of supply for participating schools and is responsible for purchase, distribution, and maintenance of the materials. The audio-visuals coordinator of Region I Education Service Center is responsible for in-service training for the local school district audio-visuals coordinators to provide maximum effectiveness.

Regional Education Service Centers

Five of the twenty Regional Education Service Centers funded by Texas Education Agency are located in areas of high concentration of migrant children. The five centers provide assistance in the development of programs and in the use of instructional materials for Migrant Program Schools and aid in staff development through a variety of in-service training activities.

Summer School Programs for Migrants

For those pupils who have migrated since January 1, 1967, special educational and recreational programs were operated in many of the sixty-five (65) participating school districts during the summer of 1969. The programs included oral language development, reading, social studies, science, and mathematics, all presented with techniques and methods significantly different from those used during the regular school year. In the summer programs emphasis is given to oral expression, to arts and crafts, and to swimming and other types of recreation.


SCHOOL DISTRICTS PARTICIPATING
IN THE
TEXAS CHILD MIGRANT PROGRAM
x Six Month Program
o Enrichment Program
Hereford
Dimmitt
Hart
Muleshoe
Plainview
Petersburg
Olton
Lockney
Floydada
Hale Center
Whiteface
Levelland
Lubbock
Brownfield
Lamesa
Abilene
Ennis
El Paso
Midland
San Saba
Longview
Georgetown
San Marcos
Waxahachie
Del Rio
San Felipe
Southwest
South San Antonio
San Antonio
Edgewood
El Campo
Uvalde
Forest
Eagle Pass
Crystal City
Pearsall
Dilley
Carrizo Springs
Cotulla
Seguin
Gregory-Portland
Laredo
San Diego
Alice
Kingsville
United Consolidated
Zapata
Edinburg
Edcouch-Elsa
Rio Grande City
Hidalgo County
Raymondville
Lyford
Mission
McAllen
La Joya
Santa Rosa
Rio Hondo
Los Fresnos
Pharr
Donna
Weslaco
Progreso
Mercedes
Brownsville
San Benito
Harlingen
La Feria

TEXAS MIGRANT PROJECT SCHOOLS 1969-70

School District	Grade Levels	Estimated No. of Students	Superintendents
Alice	K-12	445	Dewey G. Smith
Beeville	K-6	245	A. A. Roberts
Brownfield	K-8	385	W. O. Caraway
Brownsville	K-12	793	James T. Ogg
Carrizo Springs	K-8	617	W. S. Taylor
Cotulla	K-8	222	C. R. Landrum
Crystal City	K-8	820	John Billings
Del Rio	K-12	400	P. A. Tanksley
Dilley	1-8	178	C. E. Roberts
Dimmitt	K-8	495	Charlie White
Donna	K-12	1490	Philip Fowler
Eagle Pass	K-12	1054	Kenneth Flory
Edcouch-Elsa	K-12	1131	A. W. Bell
Edgewood	1- 6	460	Jose A. Cardenas
Edinburg	K-12	1614	R. S. Evins
El Campo	1-6	82	George E. Thigpen
El Paso	K-9	225	H. E. Charles
Ennis	K-6	190	Forrest E. Watson
Floydada	1-6	160	A. E. Baker
Georgetown	K-8	115	Jack Frost
Gregory-Portland	1-8	54	W. C. Andrews
Hale Center	K-8	160	John Criner
Harlingen	K-9	1603	James I. Thigpen
Hart	1-8	180	Ted Averitt
Haskell-Knox, Comanche Co.	1-8	230	Thomas Lawrence
Hereford	K-8	1377	Roy Hartman
Hidalgo County	K-8	362	M. R. Smith
La Feria	K-8	403	C. E. Vail
La Joya	1-8	330	Arturo Medina
Lamesa	K-8	355	Alvin R. Cannady
Lampasas	1-8	135	Norman Hall
Laredo	K-6	940	J. W. Nixon
Lasara	K-8	93	E. H. Lorfing
Levelland	K-8	317	W. T. Vardeman
Lockney	K-9	145	John P. Mason
Los Fresnos	K-8	259	G. C. Shanks
Lubbock	K-6	670	Nat Williams

TEXAS MIGRANT PROJECT SCHOOLS 1969-70

School District	Grade Levels	Estimated No. of Students	Superintendents
Lyford	K-8	482	A. R. Ezell
McAllen	K-8	1412	Rodney D. Cathey
Mercedes	K-12	1520	N. K. Fitzerald
Midland	1-9	180	James Mailey
Mission	K-12	1100	Kenneth White
Muleshoe	K-8	401	Neal B. Dillman
Olton	1-8	120	Ray Schultz
Pearsall	1-8	326	Wayne T. Wise
Petersburg	K-8	160	J. N. Wilson
Pharr-San Juan-Alamo	K-12	3200	Dean Skiles
Plainview	1-8	329	Glenn Harrison
Poteet	K-8	219	Morris Jennings
Progreso	K-8	149	Roger W. Jones
Raymondville	K-9	700	William G. Burden
Rio Grande City	K-12	1044	S. P. Cowan
Rio Hondo	K-9	167	Pete Kroll
Robstown	K-8	830	W. N. Corder
Roma	K-12	815	C. T. Shelton
San Antonio	1-6	1264	Harold H. Hitt
San Benito	K-12	1531	John F. Barron
San Diego	1-8	240	B. P. Taylor
San Felipe	K-12	562	Homer C. Sigala
San Marcos	1-6	60	Shannon L. Doss
San Saba	1-8	114	J. C. Petty
Santa Rosa	K-6	215	Melvin White
Sinton	K-8	235	J. D. Carlisle
South San Antonio	K-8	302	Joe C. Hutchinson
Southwest (S.A.)	K-8	190	Bennie F. Steinhauser
United Consolidated	K-9	98	Harold C. Brantley
Uvalde	K-8	580	R. E. Byrom
Waelder	1-9	100	Jack N. Gray
Weslaco	K-12	1920	Otto Longlois
Whitharral	1-8	87	Archie Sims
Zapata	K-6	225	Antonio Molina